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Exclusion at the heart of preferred teaching techniques: English in Action development project in Bangladesh

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**Exclusion at the heart of
preferred teaching techniques:
English in Action development
project in Bangladesh**

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EIA in a nutshell

25 million learners primary and secondary
teachers and pupils, and adult learners

9-year programme (2008-17)

Ukaid – DfID- GoB

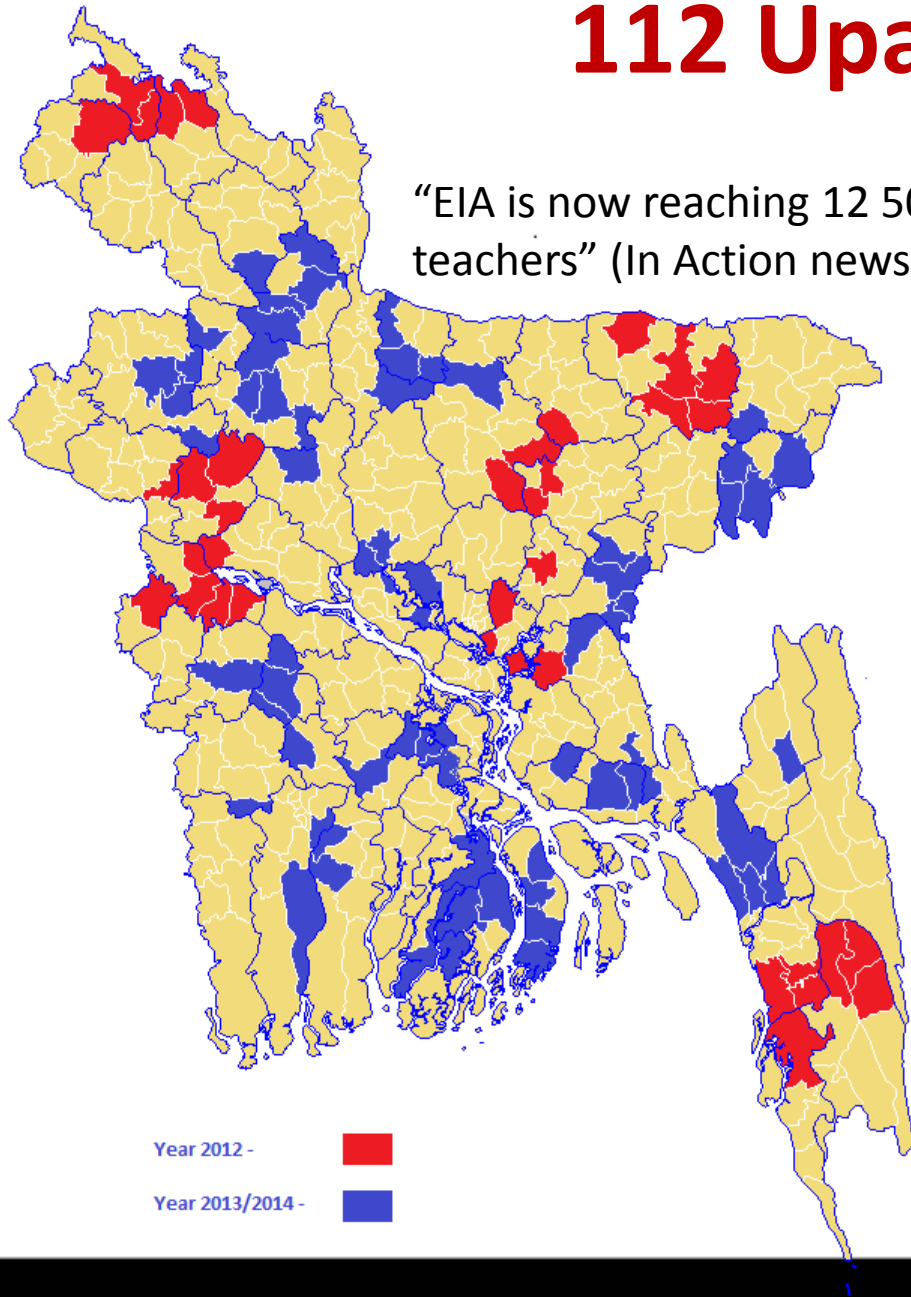
Government schools



ENGLISH  ACTION

112 Upazilas | 2012-2014

“EIA is now reaching 12 500 primary and secondary school teachers” (In Action newsletter January-June 2014)



Year 2012 -



Year 2013/2014 -



Year 2012 -



Year 2013/2014 -



EIA in Schools:

Audio in the classrooms with other Print based materials





1. T New learning
EIA intro workshop



2. Self-study
Mobile and
print base



3. Sharing with peer
2 T per school & 15 to
14 schools per cluster



4. Try in the classroom
Own classroom



5. Self &
peer Reflection



6. Reflection in
Cluster Meeting
TF & Teachers same
areas



Baseline quantitative study (EIA 2009)

English classes were:

- **not embracing a communicative approach;**
- **dominated by the teacher;**
- **mostly conducted in Bangla (Teacher);**
- **not encouraging students to participate;**
- **dominated by T talk very few students spoke.**

Study 2 (EIA 2012a)

After 4 and 16 months ...

Students were talking on average for:

- **27% of the lesson during primary lessons; whereas teachers were talking for a third of the lesson.**
- **23% of the lesson during secondary lessons; whereas teachers were talking for a third;**
- **after 16 months, 24% and 50% respectively.**

CLT Today: Jack Richards (2006:13)

Make **real communication** the focus of language learning.

Provide **opportunities** for learners **to experiment and try out** what they know.

Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

Provide opportunities for learners to develop both accuracy and fluency.

Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

Let students **induce or discover grammar** rules.

Challenges

- **Existing structure:**

Large classes, assessment, Ts' Sts' and parents' perceptions

- **New approach- CLT:**

Productive VS receptive skills

Impact on teachers' perception of success

Impact on teachers' application of CLT

Impact: teacher development project

Impact on tangible aspects of the project:

Real communication in the classroom

Opportunities for learners

Integrated skills lessons

Induce discover grammar: inductive

Impact on intangible aspects:

Tolerance of learner's errors



TANGIBLE INTANGIBLE



Director General, DPE, “We have received a lot of benefit from EIA project. It has helped us change our perceptions of teaching English in a very constructive way and this is having an impact in our classrooms.”

TANGIBLE INTANGIBLE



“95% of teachers report that EIA helps them improve their own language skills and over 90% report that EIA has an impact on the way they teach” eiabd.com

Social relationships and exclusion

Social domain theory (Turiel 2006) – ref Piaget:
children perception of right and wrong –
fairness and equality

Social identity theory (Tajfel 1970, Tajfel & Turner
1979) – in and out groups relationships

Multi level theory of social interactions
(Hindes, Titmus, Easton and Tampling
1985; Rubin, Buckowski & Parker 2006)



Patterns of communication



Patterns of communication

Average types of interaction observed in 10 random EIA primary and secondary classrooms

Types	Girls	Boys
Participating	23%	16%
Ignored	43%	34%
Corrected	10%	9%

Word doc. attached for sample patterns

“...children and often adults often exclude individuals from the out group to maintain a strong in group identity... This approach has demonstrated that intergroup attitudes often reflect stereotypic and prejudicial attitudes that underlie exclusionary decisions...

Exclusion decision are sometimes explicit, based on the motivation to make a group function well” (Killen & Rutland 2013:4-6)

Consequences

Child's personal emotional cognitive development (identity)

Group dynamics

Teachers' professional development

Exploring peer support



Awareness Strategies

Influencing group perceptions

(Tropp & Prenovost 2008)

Peer observation: focussed

Drawing Patterns: realisation - repair

Shifting seating position

Focussing on video's wealth of information:

[SM5-1](#): 03:10-03:30 inclusive correction techniques – + feedback

Attitude shift: purpose of an activity

References

Killen M & Rutland A (2013) Children and social exclusion, morality, prejudice and group identity, Blackwell Publishing Ltd.: UK.

Richards J (2006) Communicative Language Teaching today, CUP [Online]

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Questions



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